



Bethel College RTI Workshop

*Offered through the Blumberg Center at Indiana State University
through a grant from the Indiana Department of Education*

Bethel College RTI Workshop

June 10, 2009

1001 W. McKinley Avenue, Mishawaka, IN 46545

8:00 - 8:30 registration

8:30-9:45 RtI Overview (whole group)

10:00 - 11:30 Session One

(in this time block, there are three break out topics from which to choose)

A. Assessment and Progress Monitoring

Rebecca Martinez

B. Cultural Responsivity

Alyson Luther

C. Leadership

Kirk Freeman

11:45 -12:30 Lunch

12:45 - 2:15 Session Two

(in this time block, there are three break out topics from which to choose)

A. Data-Based Decision Making

Ginger Miller

B. Family, School, and Community Partnerships

Glenda Hottt

C. Evidence-Based Practices (Core Curriculum, Instruction, Interventions, and Extensions)

Molly Seward

2:30-3:15 wrap up discussion with presenters (panel) (whole group)

3:15-3:30 evaluations

- **Assessment and Progress Monitoring**

Rebecca Martinez

A system of assessment and progress monitoring occurs naturally in teaching and learning and serves as a tool to measure learning and guide decision making. While various approaches for assessing student performance in academic, behavioral, and social/emotional domains exist, educators select the method/tool most appropriate for their students and the purpose for which the tool will be utilized.

- **Cultural Responsivity**

Alyson Luther

Cultural responsivity facilitates the achievement of all students through effective teaching and learning practices grounded in an awareness of cultural context and the strengths that students bring to school. Cultural responsivity permeates every aspect of education: curriculum and instruction, data-based decision making, assessment, communication and policy decisions. Gaining cultural competence includes developing the knowledge, skills, experience and tools necessary to work effectively across cultures. Becoming culturally responsive is a developmental process which includes engaging in conversations about race and equity, reflecting on one's own culture and beliefs, and gaining awareness of other cultures.

- **Evidence-Based Practices (Core Curriculum, Instruction, Interventions, and Extensions)**

Molly Seward

Evidence-based curriculum, instruction and intervention are materials and practices authenticated in research as most effective in supporting children to learn. Curriculum is the content to be taught. Instruction is the delivery method or design of what is taught. Interventions or extensions are intensified instructional practices used to teach targeted groups of students or individual students.

- **Data-Based Decision Making**

Ginger Miller

Data-based decision making refers to an ongoing process of analyzing and evaluating information to inform important educational decisions and actions. Educators utilize this systematic process to address the needs of individual students, small groups, grade levels, and all students in a school or district.

- **Family, School, and Community Partnerships**

Glenda Hott

Family, school and community partnerships are collaborative relationships and activities that involve the influences and resources in students' lives to promote success and provide benefit to all partners. Such partnerships are valuable and necessary in all aspects of a student's education and at all levels including the student, classroom, school, district, and state levels. Partnerships are varied and unique, reflective of student, family, school, and community characteristics.

- **Leadership**

Kirk Freeman

Leadership facilitates the success of all students by helping faculty, staff, parents, community members and the students themselves to envision, embrace, and realize the possibilities for high achievement through shared vision, collaboration, research-based instructional practices, data driven decision-making and positive relationships. Leadership is a crucial component for implementing systemic educational reform that results in highly effective schools. Effective school leadership makes a profound difference for students because it lays the foundation for students being successful at the next level of learning and having the ability to pursue quality options in life.